



**Arizona
Department of
Education**

Language Arts Standards Chart for AIMS

Standards 1 - 4

Foundations Level (Grade 3)

LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

STANDARD 1: READING

STANDARD 1: READING	
Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works. <i>Students know and are able to do the Readiness PO's and the following</i>	
CONCEPT/Performance Objective	Points*
R-F1. Use phonetic skills to decode words	4
PO 1. Decode words in context using beginning, middle and final letter/sound relationships	
R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections	2 - 5
PO 1. Derive meaning from a written selection using reading/decoding strategies <ul style="list-style-type: none"> - phonetic clues - context clues - picture clues - word order - structural analysis (e.g., prefixes, suffixes) - word recognition 	
R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction	9 - 12
PO 1. Draw conclusions based on the text	
PO 2. Restate information from a reading selection	
PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection	
PO 4. Identify cause-and-effect relationships	
PO 5. Differentiate fiction and nonfiction texts	
R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature	7 - 8
PO 1. Identify the main idea and relevant facts in a reading selection	
PO 2. Sequence a series of events from a reading selection	
PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection	
PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection	

NOTE: Language Arts assesses points by concept, not by performance objective.

*All concepts, except those denoted as "NOT TESTED," will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

STANDARD 1, continued	
CONCEPT/Performance Objective	Points*
R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text	5 - 7
PO 1. Compare characters, plot (including sequence of events), settings across reading	
PO 2. Explain whether the events in the reading selection are real or fantasy	
PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)	
PO 4. Describe the literary elements of fiction and nonfiction	
R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets	4 - 6
PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)	
PO 2. Restate the information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)	
PO 3. Compare information in written advertisements	
PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)	
R-F7. Follow a list of directions and evaluate those directions for clarity	5 - 6
PO 1. Follow a set of written directions	
PO 2. Evaluate written directions for sequence and completeness	
NOTE: <i>The following is for instructional purposes only--not for state assessment</i>	NOT TESTED
R-F8. Recognize the historical and cultural perspectives of literary selections	
PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures	
PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures	
PO 3. Recognize that some words in literary selections come from a variety of cultures	
TOTAL NUMBER OF AIMS FOUNDATIONS LEVEL (3rd GRADE) READING POINTS	42 - 44

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

STANDARD 2: WRITING

STANDARD 2: WRITING	
Students effectively use written language for a variety of purposes and with a variety of audiences. <i>Students know and are able to do all the Readiness PO's and the following</i>	
CONCEPT/Performance Objective	Points*
W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks.	NOT TESTED
PO 1. Generate topics through prewriting activities (e.g., brainstorming, webbing, mapping, drawing, writer's notebook, K-W-L charts, scaffolds, group discussion)	
PO 2. Align purpose (e.g., to entertain, to inform, to communicate) with audience	
PO 3. Write a first draft with the necessary components for a specific genre	
PO 4. Revise draft content (e.g., organization, relevant details, clarity)	
PO 5. Edit revised draft using resources (e.g., dictionary, word lists and banks, thesaurus, spell checker, glossary, style manual, grammar and usage reference)	
PO 6. Proofread revised draft	
PO 7. Present final copy according to purpose (e.g., read aloud, display, publish, mail, send, perform)	
W-F2. Use correct spelling, punctuation, capitalization, grammar and word usage, and good penmanship to complete effectively a variety of writing tasks. <i>In final copy of student's own writing tasks:</i>	10 - 12
PO 1. Spell high frequency words correctly	
PO 2. Punctuate endings of sentences	
PO 3. Capitalize sentence beginnings and proper nouns	
PO 4. Use standard, age-appropriate grammar and word usage (e.g., basic subject-verb agreement, complete simple sentences, appropriate verb tense, regular plurals)	
PO 5. Write legibly	

NOTE: Language Arts assesses points by concept, not by performance objective.

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

STANDARD 2, continued	
CONCEPT/Performance Objective	Points*
W-F3. Write a personal experience narrative or a creative story that has a beginning, middle, and end and uses descriptive words or phrases to develop ideas and advance the characters, plot and setting	12 - 15
PO 1 Write a narrative <ul style="list-style-type: none"> - establish a beginning, middle and end - use sensory details to describe 	
OR	
PO 2. Write a story <ul style="list-style-type: none"> - use sensory details to describe setting and characters - develop a story line with a problem and events leading to a solution 	
W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors	5 - 6
PO 1. Record observations (e.g., logs, lists, graphs, charts, tables, illustrations)	
PO 2. Write an introductory statement	
PO 3. Report events sequentially	
PO 4. Write a concluding statement	
W-F5. Locate, acknowledge and use several sources to write an informational report in their own words.	7 - 8
PO 1 Use resources (e.g., video tapes, magazines, informational books, reference materials, interviews, guest speakers, Internet) and report information in their own words	
PO 2. Write an introductory statement, followed by details to support the main idea	
PO 3. List resources used by title	
W-F6. Write well-organized communications, such as friendly letters, memos and invitations, for a specific audience and with a clear purpose	9 - 10
PO 1. Organize content, including necessary components of the selected format, for a specified audience	
PO 2. Place commas correctly in components (e.g., heading, greeting, closing, address)	
TOTAL NUMBER OF AIMS FOUNDATIONS LEVEL (3rd GRADE) WRITING POINTS	47 - 48

NOTE: Language Arts assesses points by concept, not by performance objective.

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LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

STANDARD 3: LISTENING AND SPEAKING†

STANDARD 3: LISTENING AND SPEAKING Students effectively listen and speak in situations which serve different purposes and involve a variety of audiences. <i>Students know and are able to do all the Readiness PO's and the following</i>	
• Use effective vocabulary and logical organization to relate or summarize ideas, events and other information	NOT TESTED
• Give and follow multiple-step directions	NOT TESTED
• Prepare and deliver information by generating topics; identifying the audience; and organizing ideas, facts or opinions for a variety of speaking purposes such as giving directions, relating personal experiences, telling a story or presenting a report	NOT TESTED

STANDARD 4: VIEWING AND PRESENTING†

STANDARD 4: VIEWING AND PRESENTING Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others. <i>Students know and are able to do all the Readiness PO's and the following</i>	
• Recognize different types of visual media	NOT TESTED
• Plan and present a report, using two or more visual media	NOT TESTED
• Access, view, and respond to visual forms such as computer programs, videos, artifacts, drawings, pictures and collages	NOT TESTED
• Interpret visual clues in cartoons, graphs, tables and charts that enhance the comprehension of text	NOT TESTED

† These two standards are NOT assessed by AIMS. They are to be assessed at the district level.